

Presentation to
SENATE EDUCATION
COMMITTEE

September 20, 2006

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HISD-CEP Partnership Program

Objectives of the HISD DAEP Program

- Make district schools safer and classrooms manageable
- Improve attendance, behavior and academic achievement for low-performing and disruptive students
- Reduce grade repetition and student dropouts, which will reduce the loss of taxpayers' dollars
- Return students to their home schools prepared to be successful

The Program Serves Low-Performing, Over-age and Disruptive Students in Grades 6 Through 12

The typical student referred:

- Is over-age for his or her grade level and performing at or below the 4th grade level in reading and math
- Is failing two or more subjects, is a low-performer on state skills tests, and has repeated one or more grades.
- Is persistently disruptive and has a history of low attendance, suspensions, expulsions and / or alternative placements
- Is at risk of dropping out of school

Reasons for Referral (2005-06)

Behavior	Total Number of HISD Students Served by DAEP 2005-06 School Year	Overall Percentage
Persistent Disruptive Behavior*	2,505	63.6%
Drugs/Alcohol	701	17.8%
Assault	329	8.4%
Gang Activity	104	2.6%
Con't DAEP Placement	68	1.7%
Weapons	55	1.4%
Terroristic Threat	44	1.1%
Vandalism	43	1.1%
Felony Theft	22	.6%
Truancy	4	.1%
Other	61	1.6%
Total:	3,936	100%

* Before a student is referred to a DAEP in HISD the student has had an average of 9 disciplinary referrals and the referring teachers have documented that this students is preventing other students from obtaining an education.

Length of Enrollment

- Student placement by HISD is based on two criteria:
 - Violation of the Code of Student Conduct
 - Academic performance – The typical student is an 8th or 9th grader performing at or below the 4th grade level in reading and math. The student is also failing two or more subjects, is a low-performer on state skills tests and has repeated one or more grades.
- Students referred to the HISD DAEP are placed for various periods of assignment: 30-60 days; 90-120 days; and 180 days.
- The records for each student who is referred for a long-term placement are reviewed after 120 instructional days, per Texas law, to determine if the student is ready to be returned to their home school. Objective criteria to evaluate student's eligibility for early return are:
 - Attendance – must be at least 85%
 - Behavior – may not have more than 2 serious behavioral incidents
 - Academic Achievement – must be passing all core courses
- Students may be returned to their home school prior to completion of the initial assignment if attendance, behavioral and academic performance criteria has been achieved.

Demographics

2004-2005 Enrollment Data

Enrollment by Grade		
	Total	Percent
6th	429	12%
7th	738	21%
8th	890	25%
9th	893	26%
10th	343	10%
11th	137	4%
12th	79	2%
Total	3,509	100%

Ethnicity			
	CEP	CEP %	HISD %
African-American	1,244	35%	31%
Caucasian	99	3%	9%
Hispanic	2,138	61%	59%
Other	19	1%	1%
Total	3,509	100%	100%

Gender		
	Total	Percent
Male	2,395	68%
Female	1,114	32%
Total	3,509	100%

Program Overview

- Incoming students are evaluated to determine their current math and reading skills and to discuss what has triggered inappropriate behavior in the past. From this process, an individualized academic and behavioral plan is developed to direct learning and to guide appropriate behavior. Parents attend a Parent/Student Orientation during the first week of referral to the program.
- The program is offered in small learning communities with a student to staff ratio of 10:1.
- The academic classroom is based on local and state standards with textbooks aligned to the standards. Teachers are trained in instructional best practices. The curriculum offered reflects the requirements needed for high school graduation, and the focus is on the four core classes of English, math, science and social studies, with some electives offered.
- Students have an opportunity to recover classes they have failed or to accelerate passing courses or earning credits. The goal is to return students to their district schools on track to graduate with their peers.

**GETTING
LOWEST-PERFORMING, MOST AT-RISK
STUDENTS BACK ON TRACK**

Grade Level Equivalent Skills Achieved in CEP's Partnership Programs

As students improve basic skills in reading and math, they are able to pass classes and achieve grade promotion.

Sample of CEP Partnerships (2004-2005)	Grade Level Equivalent Skills "Mastery" Growth* (= or >120 days attendance and 80% Mastery Level)	
	Reading	Math
Houston, TX	4.2	5.0
Philadelphia, PA	4.6	5.1
Bay County, FL	5.9	5.3
Orange County, FL	5.1	5.6

*This is a measure of subject level mastery tied to grade level equivalents. An initial assessment of each student's grade level mastery is conducted within the first two weeks of enrollment. Based on this assessment, each student's competency "gap" for each grade is addressed and when the student demonstrates competency for all objectives, he/she is assumed to have mastered basic grade level competencies (measured at 80% level). This is not a measure of achievement on state competency standards.

Grade Promotion Achieved for Over-Age Retained Students in CEP's Partnership Programs

Sample of CEP Partnerships (2004-2005)	Grade Promotion - 7 th , 8 th & 9 th Grades (= or >120 days of total attendance and 80% attendance for the school year)	
	% Over-age	% Over-age Promoted
Houston, TX	71%	51%
Philadelphia, PA	57%	96%
Bay County, FL	38%	88%
Orange County, FL	39%	96%

Summary of HISD-CEP Partnership Program Results for 2004-05 and 2005-06

- An average of 3,700 students were served each year
- Student attendance averaged 84%, an average increase of more than 10% prior to referral
- 71% of students were over-age for their grade level when referred. 51% of these students were promoted to the next grade after completing 120 days of attendance*
- Students averaged more than three grade level skills growth in reading and math*

*Students who completed 120 days of attendance

Summary of HISD-CEP Partnership Program Results for 2004-05 and 2005-06 (continued)

- Students in grades 6-10 doubled their grade level skills in math
- Twelfth graders completing school or continuing to pursue graduation at an 86% rate
- Students achieving grade-level reading gains at a cost that is 72% lower than previous costs for year of reading gain
- Improved school safety / reduction in classroom incidences at referring schools.
- Referred students returning to their home schools prepared to succeed

*Students who completed 120 days of attendance

MAKING SCHOOLS SAFER

Student Fights were Reduced by 78% during the First Year of the Richmond Public Schools (RPS) – CEP Partnership Program

	2002-2003	2003-2004	2004-2005
Student Fights on Campus	3,162	2,949	658
Reduction from previous year	NA	177	2,291
% Reduction from previous year	NA	.67%	78%*

**446 students out of 11,995 secondary students enrolled in RPS during school year 2004-2005 were referred to CEP for violations of the Code of Student Conduct. There was a 78% reduction in documented fights on RPS campuses.*

"CEP has made a tremendous impact in our school district. Not only has academic achievement increased for our low-performing and disruptive students, the reduction in serious violations of the Standards of Student Conduct, including student fights, across all of our middle and high school campuses during the first year of our partnership has been dramatic." – Dr. Yvonne Brandon, Associate Superintendent for Instruction and Accountability, Richmond Public Schools

32% Reduction in Student Incidents during the First Year of Bay District Schools - CEP Program

	2003-2004 Year Prior to Program	2004-2005 First Year of Program	% Reduction
Total Number of Student Incidents	1129	772	<32%>
Reduction in Violent Acts	413	320	<23%>
Reduction in Harassment	96	35	<64%>
Reduction in Student Fighting	267	181	<32%>

SESIR data reported by the Bureau of Student Assistance, Division of K-12 Public Schools and Student Achievement, Florida Department of Education.

Data can be viewed at <http://www.criminologycenter.fsu.edu/p/pdf/0405bay.pdf>

First Year Impact on Behavior in Students' "Home School" in Orange County, Florida

Dr. Phillips High School

Total Level III/IV Suspensions in School Years 2000-'01 through 2002-'03

School Year	Level III/IV Suspensions (Marking Periods 1-3)	Percent Change from Previous Year
2000-2001	878	7.2% Increase
2001-2002	896	2.0% Increase
2002-2003	595	33.6% Decrease

Fact: 64 students, or 1.73% of the 3,696 students enrolled in Dr. Phillips' High School during school year 2002-2003 were referred to CEP for violations of the Code of Student Conduct during the Marking Periods 1-3.

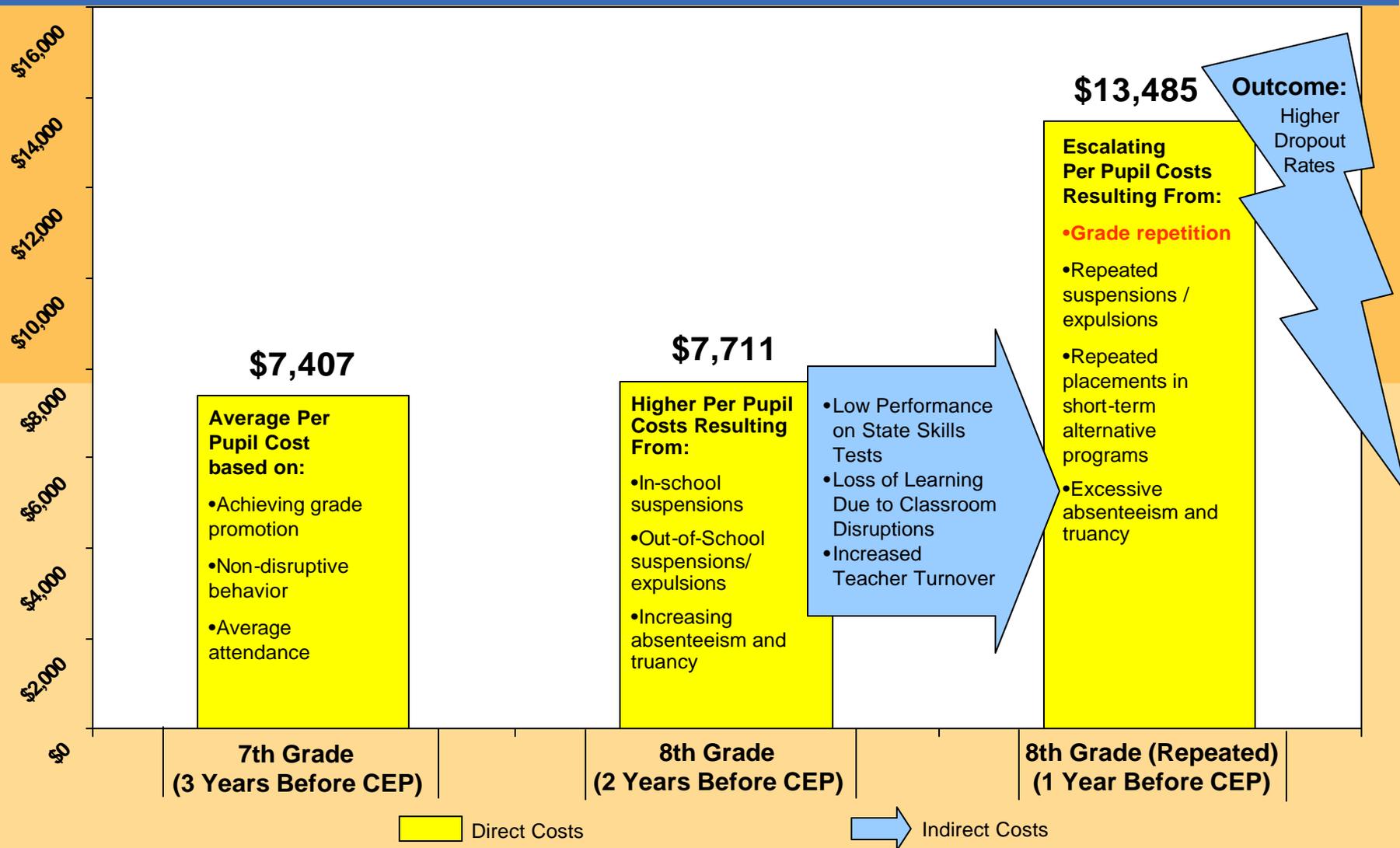
Conclusion: By referring these disruptive students, there was a 33.6% reduction in Level III/IV suspensions during the 2003-2004 school year on the Dr Phillips' campus.

Results After Completion of the Program

- 86% of SDP-CEP students* graduated or were actively enrolled two years after returning to district schools
- 26% of students* who were referred but did not enroll in SDP-CEP schools graduated or were actively enrolled in district schools two years after referral
- 83% of OCPS-CEP non-transferred students graduated or were actively enrolled three years after returning to district schools

* Study represents a February 2004 analysis of 527 SDP-CEP students who were returned to district schools between February 2002 and February 2004 compared to 212 SDP students who were referred to the program but did not enroll.

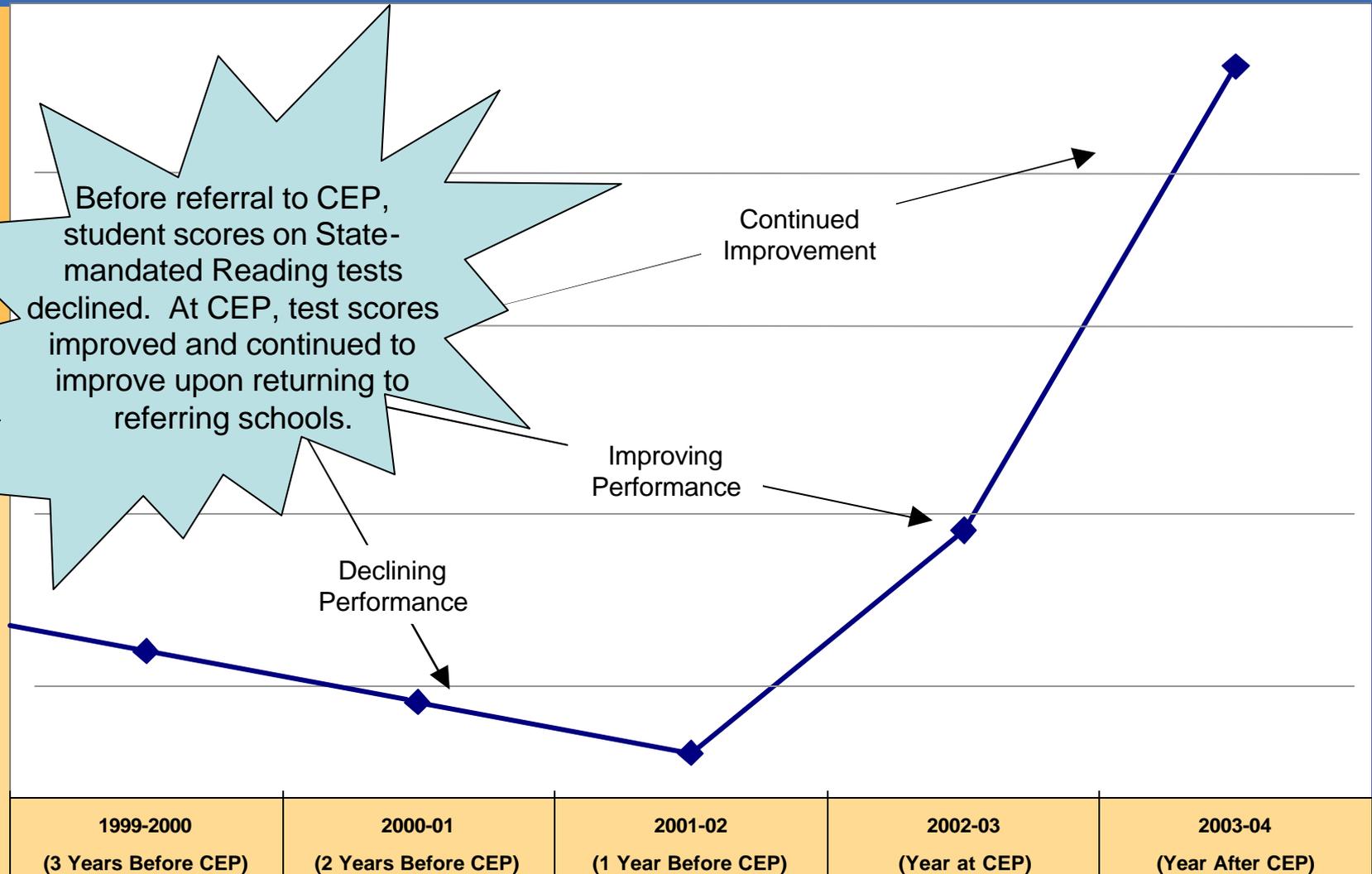
Costs Associated with Low-Performing and Disruptive Students in HISD Three Years Prior to CEP Referral



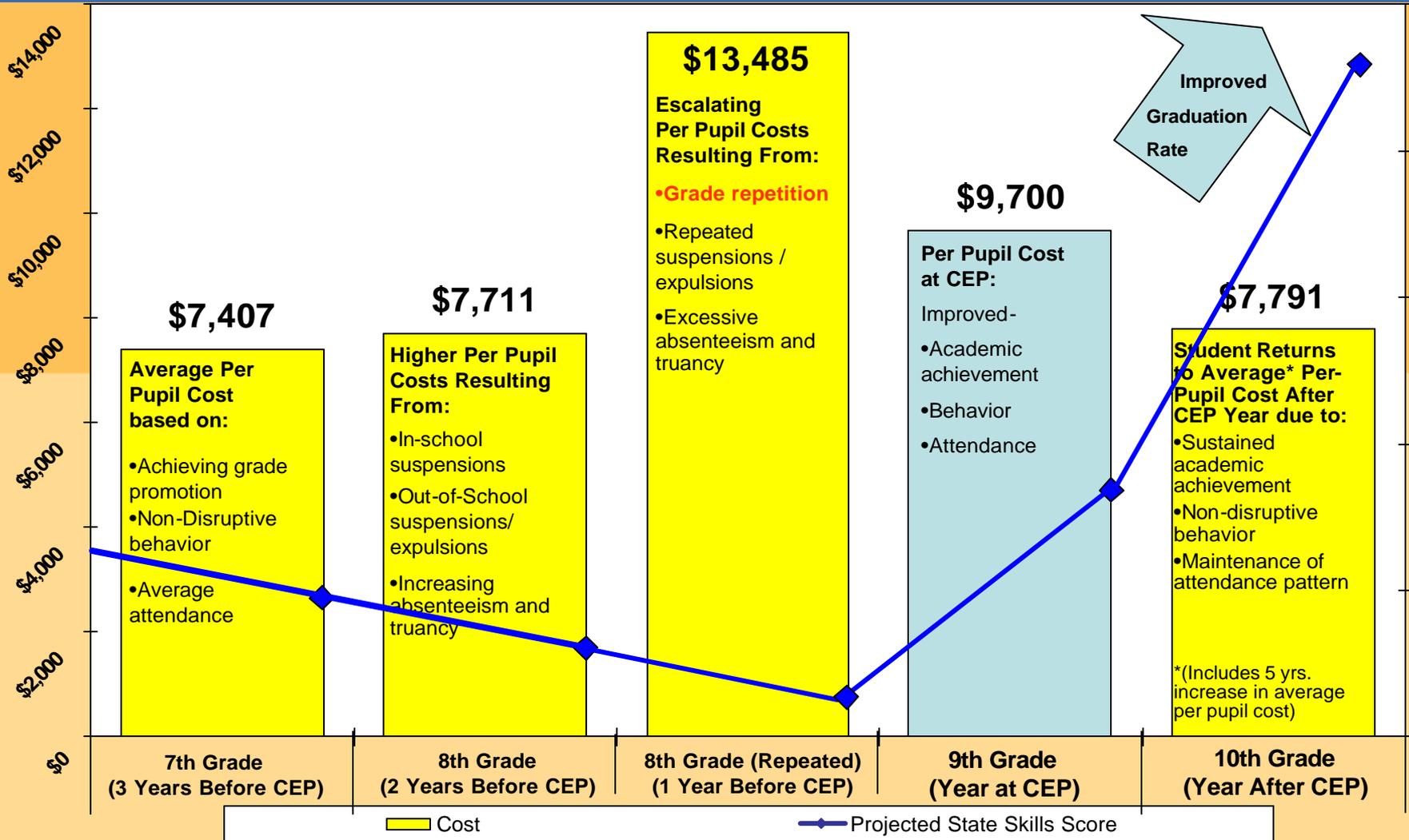
Main Sources: [Comprehensive Annual Financial Report: Fiscal Year Ended June 30, 2004](#), Houston ISD, downloaded on 2/28/05. [Adopted Budget, 2004-05](#), Houston ISD website, downloaded on 10/16/05.

Academic Improvement on Standardized Tests

Before referral to CEP, student scores on State-mandated Reading tests declined. At CEP, test scores improved and continued to improve upon returning to referring schools.



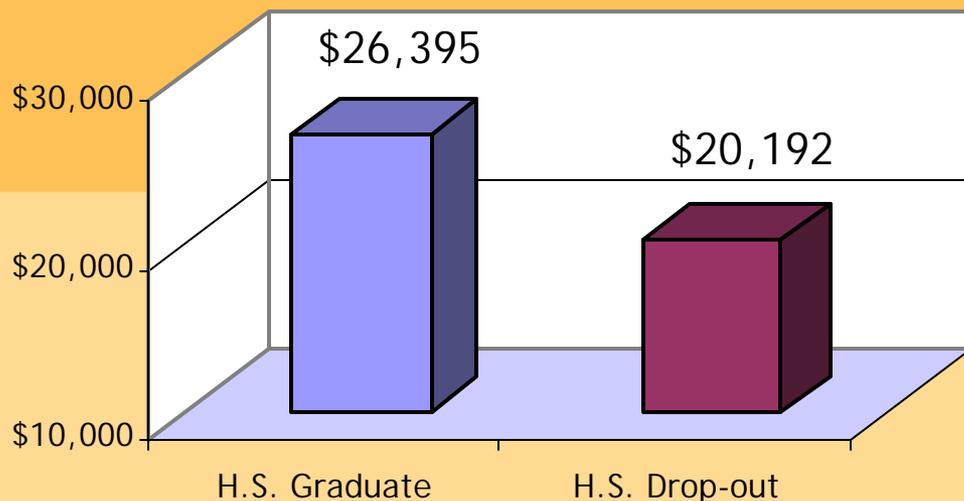
Performance and Costs for HISD Low Performing and Disruptive Students



Projections using sources cited in prior slides along with estimated cost per student for HISD-CEP partnership.

Houston's Economy Benefits When Students Complete High School

Reduced Annual Incomes of Drop-outs



- As indicated at left, **students who drop out earn nearly 25 percent less** than those who complete high school.
- In Houston, this represents \$2.2 million in reduced local/state taxes and \$4.5 million in reduced federal taxes over the careers of 100 drop-outs.

Sources: Earnings Reduction - Employment Policy Foundation website, accessed 10/03/04; Median per Worker Earnings – U.S. Census Bureau website, accessed 03/02/05; Tax rates – Tax Foundation, Inc website, accessed 01/18/05.